

National Secondary Transition Technical Assistance Center

Indicator 13 and Beyond

David W. Test

Arizona's 10th Annual Transition Conference, September 22, 2010



Appalachían





nsttac -

Indicator 13 Checklist



- 1. Is there an appropriate measurable postsecondary goal or goals in this area?
- 2. Is (are) the postsecondary goal(s) updated annually?
- 3. Is there evidence that the measurable postsecondary goal(s) were based on an age appropriate transition assessment?
- 4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

nsttac²

Goals



- Brief Overview of I-13
- Implementing Quality Transition Planning Using Transition Assessment
 - Develop Postsecondary Goals
 - Identify Annual IEP Goals to Support Postsecondary Goals
 - Align Courses of Study and Transition Services with Postsecondary Goals
- Introduce NSTTAC's EB Practices and how they can be used in schools
- · Introduce NSTTAC's EB Predictors and how they can be used in schools

nsttac Indicator 13 Checklist (cont.)



- 5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?
- 6. Is (are) there annual IEP goal(s) related to the student's transition services needs?
- 7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
- 8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

nsttac 5

Indicator 13



- Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.
- There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

The First Step

- Transition Assessment
 - -First step in process of writing:
 - Measurable postsecondary goals
 - Transition services
 - · Annual IEP goal
 - Courses of study







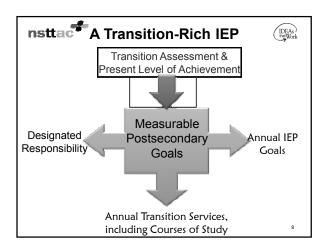
Transition Assessment

"...ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)"

(The Division on Career Development and Transition of the Council for Exceptional Children)

Transition Assessment Documentation

- Source
- · Reflects "on-going"
- Indicates current interests, preferences, & strengths
- Relevant to future
- Data Postsecondary Goals



Lissette

- Results of performance on state mandated assessments taken during high school indicate
 Lissette is performing below average in math, reading and written expression. Results of an
 adaptive behavior checklist completed by the teacher during Lissette's 10th grade year and
 when she was 20 years old indicate that Lissette has acquired many age-appropriate
 behaviors necessary for her to live independently and to function safely and appropriately in
 daily life; however, she continues to need support in this area.
- Lissette is a rule-oriented, quiet young woman with strong skills and interests in service employment. Lissette demonstrates cognitive skills below those of her peers and learns best through observation and experience, due to limited verbal and reading skills. Lissette has participated in a curriculum with a functional-academic focus in which she has demonstrated strengths in independent living skills such as self-care, home management, reading for success in the community, and community math skills including time and calendar skills. Lissette has expressed an interest in and demonstrated success in the service industry, including cleaning, laundry, and food preparation. Lissette indicates that her family encourages her to do well in school and in her job experiences. Her family expresses interest in Lissette's living outside of their home as she becomes more financially independent after leaving high school.

er nome as sine becomes more iniancially independent after leaving night school.

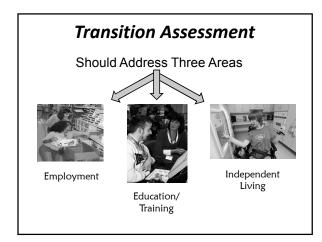
Sources: (I) Classroom observation notes monthly August 2005 – April 2006: (2)

Community Based Instruction (community and work activities) task analysis checks

August 2005 – April 2006: (3) Transition Planning Inventory, student, home, and

school forms. April 2006: (4) Making Action Plans [MAPS] (Forest & Lusthaus, 1990),

completed May, 2005



Postsecondary Goals



- Measurable = Countable
- · Identifies an outcome, not a process
- One goal for each adult outcome area
- Adult Outcome Areas
 - Education or Training (required)
 - Employment (required)
 - > Independent Living (when appropriate)





Postsecondary Goal Questions

- ❖ Where is the student going to work or engage in productive activities after graduation?
- Where and how is the student going to continue to learn and/or develop skills after graduation?
- Where is the student going to live and how is he or she going to access adult services, participate in the community and have fun after graduation?







Examples of Postsecondary Goals

Education/Training:

· After high school, Lissette will participate in weekly instruction on independent living skills at the local Independent Living Center in her community

Employment:

After high school, Lissette will work on-campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.



Transition Services



- > Should focus on academic and functional achievement to facilitate movement from school to post-school life
- > For each postsecondary goal, transition services can include:

 - ➤ Related Services
 - **≻**Community Experience
 - Development of Employment and Post-School Objectives
 - >Acquisition of Daily Living Skills
 - (if appropriate)
 - Functional Vocational Evaluation (if appropriate)

nsttac



Examples of Postsecondary Goals

Independent Living:

- · After high school, Lissette will live semiindependently with a roommate in a assisted living apartment with supports provided through Disability Services)
- Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.

nsttad

Transition Service Questions



- What experiences must the student participate in this academic year that are necessary for achieving the identified post-secondary goals?
- What services and specific instruction are essential this year for the student to develop skills and knowledge to attain their postsecondary goals?
- Do we know enough about this student's vocational skills to identify an appropriate post-secondary employment goal or design activities to support the identified goal?

nsttac 5

Lissette



- Results of performance on state mandated assessments taken during high school indicate Lissette is performing below average in math, reading, and written expression
- Results of an adaptive behavior checklist indicate she has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life; however, she continues to need support in this
- Community Based Instruction: task analysis checks indicate ability to work independently

- Education/training:
 Instruction on Community
 Safety skills
 - Travel instruction

 Math instruction money
- Math instruction money usage, telling time
- Literacy instruction related to sight word identification
- Instruction related to
 community safety at the
 YMCA

Employment:

- Purchase a monthly bus pass
- Safety skills in the community
- Learning to use the pull cord to identify her upcoming stop

Annual IEP Goal Questions

- What skills and knowledge must the student attain this academic year that are necessary for achieving the identified post-secondary goals?
- What skills and knowledge does the student currently have that support their post-secondary goals?



Appalachian









Aligning Annual IEP Goals



20



Lissette



Postsecondary Education/Training Goal:

 After high school, Lissette will participate in weekly instruction on independent living skills at the local Independent Living Center in her community

Annual IEP Goal:

 Given small group instruction on hand washing, a task analysis, and self-monitoring sheet, Lissette will demonstrate how to appropriate wash her hands with 100% accuracy as measured by the number of correct steps completed on the task analysis during the duration of the IEP.



Annual IEP Goals



For each post-secondary goal, there must be an annual goal or goals included in the IEP that will help the student make progress towards the stated post-secondary goals.

01

nsttac **

Lissette



Postsecondary Employment Goal:

 After high school, Lissette will work on-campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.

Annual IEP Goal:

 Given direct instruction for completing a job application, guided practice, and personal information, Lissette will complete an application with 100% accuracy by the end of the 2nd school semester.



Lissette



Postsecondary Independent Living Goal:

 Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.

Annual IEP Goal:

 Given a bus schedule adapted with pictures, Lissette will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy by December of the current school year.

25

Need to Have IEP Objectives,
Transition Services, and Courses of
Study Aligned with
Post-Secondary Goals that are based
on Age-Appropriate Transition
Assessment

 The Bottom Line: A student's coursework should prepare them to achieve their stated post-secondary goals



Lissette



Postsecondary Independent Living Goal:

 After high school, Lissette will live semiindependently with a roommate in a assisted living apartment with supports provided through Disability Services)

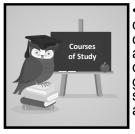
Annual IEP Goal:

 Given community-based instruction on grocery shopping and a grocery list, Lissette will independently navigate the grocery store, locate items on the grocery list, and purchase items 3 out of 4 times by December 2009.

26

How Can NSTTAC's Evidence-Based Practices and Predictors Help You?

Courses of Study



•A multi-year description of coursework to achieve the student's desired post-school goals from the student's current to anticipated exit year

(Storms, O'Leary, & Williams, 2000)

nsttac

What We Have Done



- Reviewed experimental research to identify evidence-based practices in secondary transition
- Identified 33 evidence-based practices
- Developed 82 Research to Practice Lesson Plan Starters

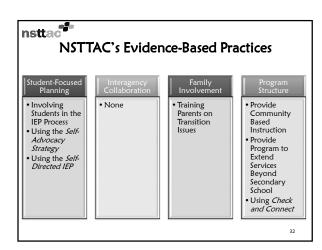
Taxonomy Category	Evidence-Based Practices	Research to Practice Lesson Plan Starters
Student Focused Planning	3	8
Student Development	26	90
Family Involvement	1	0
Program Structure	3	8

NSTTAC's Evidence-Based Practices						
Student Development						
Teaching functional life skills	Teaching personal health skills	Teaching banking skills	Teaching purchasing skills			
Teaching restaurant purchasing skills	Teaching job specific employment skills	Teaching self- management for life skills	Teaching completing a job application			
Teaching employment skills using CAI	Teaching purchasing using the "one more than" strategy	Teaching self- management for employment	Teaching job-related social communication skills			
Teaching grocery shopping skills	Teaching life skills using CAI	Teaching self- advocacy skills	Teaching cooking & food prep skills			
Teaching home maintenance	Teaching life skills using CBI	Teaching functional reading skills	Teaching employment skills using CBI			
Teaching leisure skills	Teaching self-care skills	Teaching functional math skills	Teaching self- determination skills			
	Teaching safety skills	Social skills training				

Research to Practice Lesson Plan Starters

- Objective
- · Setting/Materials
- Content Taught
- Teaching Procedures
- Evaluation
- Reference on which the lesson plan starter is based

34



How Does This Apply at the Student Level?

- Provides teachers information about secondary transition evidence-based practices for teaching students with disabilities
- Can be used to:
 - Support IEP goals and objectives
 - Support student skill development

35

Practice Descriptions

- What is the evidence base?
- With whom was it implemented?
- What is the practice?
- How has it been implemented?
- Where has it been implemented?
- How does this practice relate to Indicator 13?
- How does this practice relate to National Standards?
- Where is the best place to find out how to do this practice?
- Full references

33



Lissette



Postsecondary Education/Training Goal:

 After high school, Lissette will participate in weekly instruction on independent living skills at the local Independent Living Center in her community

Annual IEP Goal:

 Given small group instruction on meal planning, a task analysis, and self-monitoring sheet, Lissette will demonstrate how to select healthy foods for a complete meal with 100% accuracy as measured by the number of correct steps completed on the task analysis during the duration of the IEP.

NSTTAC's Evidence-Based Practices						
Student Development						
Teaching functional life skills	Teaching personal health skills	Teaching banking skills	Teaching purchasing skills			
Teaching restaurant purchasing skills	Teaching job specific employment skills	Teaching self- management for life skills	Teaching completing a job application			
Teaching employment skills using CAI	Teaching purchasing using the "one more than" strategy	Teaching self- management for employment	Teaching job-related social communication skills			
Teaching grocery shopping skills	Teaching life skills using CAI	Teaching self- advocacy skills	Teaching cooking & food prep skills			
Teaching home maintenance	Teaching life skills using CBI	Teaching functional reading skills	Teaching employment skills using CBI			
Teaching leisure skills	Teaching self-care skills	Teaching functional math skills	Teaching self- determination skills			
Teaching personal health skills	Teaching safety skills	Social skills training				

Other Lists of EBPs

- National Post-School Outcomes Center http://www.psocenter.org/secondTrans.html
- The Effects of Visual Display Interventions on Academic Outcomes
- · The Effects of Mnemonic Interventions on Academic Outcomes
- The Effects of Technology-Based Interventions on Academic Outcomes
- The Effects of Self-Management Interventions on Academic Outcomes
- Effects of Academic Peer Assistance Interventions on Academic Outcomes

._

What You Will Find at www.nsttac.org for Lisette?

- "Teaching Personal Health Skills" is an evidence-based practice so you will find a Practice Description
- 2. In the Practice Description, you will find a link to a Lesson Plan Starters including:
 - To teach meal planning and making health food choices
- 3. These Lesson Plan Starters can also be found in the Research to Practice Lesson Plan Starter Library under "Independent Living Skills" and then "Meal Planning and Food Preparation"

38





Other Lists of EBPs

National Dropout Prevention Center for Students with Disabilities

http://www.ndpc-

sd.org/knowledge/research_syntheses.php

- Interventions for Prevention Dropout
 - Cognitive behavioral Interventions
 - Whatever it Takes: How Twelve Communities Are Reconnecting Out-of -School Youth

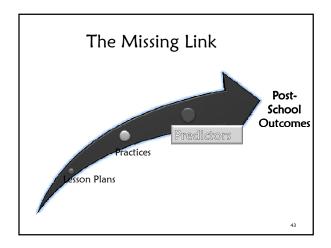
Using NSTTAC's EBPs

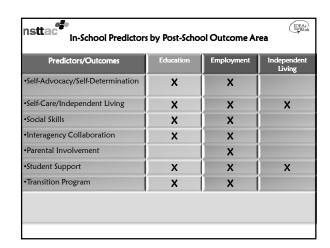
 What are some ways your school (system) could use the NSTTAC EBPs?

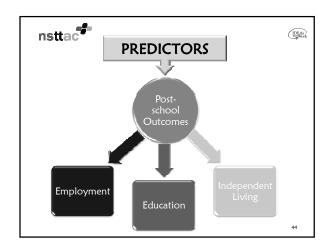
39

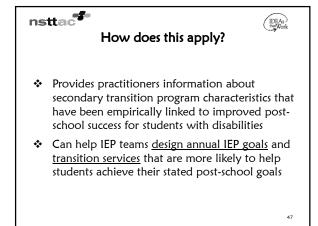
Other Lists of EBPs

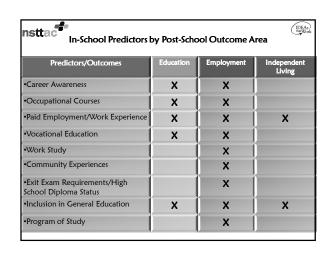
- National Autism Center (<u>www.nationalautismcenter.org</u>)
- National Professional Development Center on Autism Spectrum Disorders (http://autismpdc.fpg.unc.edu/)
 - Partner with the Autism Internet Modules (AIM), sample practices include:













The NSTTAC Predictor Implementation Self-Assessment

 Uses the EB Predictors to provide a framework for determining the degree to which a school, or school system, is implementing activities that will have the best chance of improving post-school outcomes for their students



Interventions to improve post-school outcomes

- Predictors of post-school success
 - www.nsttac.org

Interventions to increase student transition skills

Evidenced-based practices, lesson plan library
 www.nsttac.org

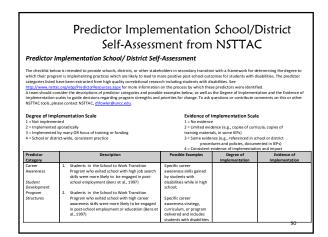
Interventions for academic skills for secondary SWD

www.psocenter.org

Diagnostic, targeted, and school-wide dropout prevention strategies

• www.ndpc-sd.org

2





How does this apply?

- Provides practitioners information about secondary transition program characteristics that have been empirically linked to improved postschool success for students with disabilities
- Can be used to:
 - develop and expand programs
 - · evaluate existing programs

